Modern Dimensions of Career Guidance

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CareerChat@lockdown
No 1., 2022
New trends

Education & Life-Readiness

The Virtual World

Employers, Professionalism & Digital Literacy

Where next?
Making things work
Theoretical perspectives developed by Dr Mary Mc Mahon, Associate Honorary Professor
Modern Dimensions of Career Guidance

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<table>
<thead>
<tr>
<th>ASPECT</th>
<th>CURRENT PARADIGM</th>
<th>LEARNER-CENTERED PARADIGM</th>
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<tbody>
<tr>
<td>World View</td>
<td><strong>INDUSTRIAL AGE</strong></td>
<td><strong>NETWORKED AGE</strong></td>
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<td>Frame of Reference</td>
<td>Factories and Assembly Lines</td>
<td>Networks and Lateral Connections</td>
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<td>Model</td>
<td><strong>SCHOOL-CENTRIC:</strong> All components of the system are designed for efficiency of education delivery in the context of standardized schools</td>
<td><strong>LEARNER-CENTRIC:</strong> All components are designed for the education experience to be adaptable to the needs and potential of each learner and supports the highest possible outcomes for each and every learner</td>
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<td>Model Components</td>
<td>Standardized age cohorts&lt;br&gt;Linear curricula divided into subjects&lt;br&gt;Education factories called “schools”&lt;br&gt;Learning experiences designed to impart knowledge in long-established categories</td>
<td>Personalized learning that is competency-based and has a wide range of learning environments and adult roles&lt;br&gt;Learning experiences enable learners to develop their knowledge, skills, and dispositions in a relevant and contextualized manner&lt;br&gt;Learners are embedded in a network of stable and supportive relationships with adults and are encouraged to learn through self-directed discovery, with their peers, and with the guidance of adults</td>
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Career Guidance as DECIDING

- Careers Canada 36 booklets
- Careers Provinces 700 monographs x 12
- CHOICES Computer-based career exploration and planning
- CanWIN (WorkinfoNET) National career and LMI portal x 12
Career Guidance as LEARNING

The Real Game Series

- Five 12-30 hour experiential learning programs
- 100K schools in 12 countries
- In the UK - DFES and Connexions Partnership
Career Guidance as LEARNING

Blueprint for Life/Work Designs

• National common language **framework of learning outcomes** to become career- and life-ready

• 11 Competencies in 3 **Areas** (A. Personal Management, B. Learning and Work Exploration, C. Life/Work Building)

• **Performance Indicators** for each of 4 **Developmental Levels** (Level One: Pre-K to Primary; Level Two: Middle Secondary; Level Three: Senior Secondary; and Level Four; Tertiary and Adults)

United States, Canada, U.S., Australia, Scotland, England
Teaching to LEARNING

Teaching

- Collaborative, experiential, community-based learning projects that address issues students care about deeply
- The UN Sustainable Development Goals frame all important issues every community on Earth faces
- Developing skills (can’t be memorized) employers and fellow citizens seek
- Relax strict adherence to prescribed age-based curriculum that causes student engagement to plummet
- Teachers admit they don’t have all the answers but show that they are as anxious as students to find solutions

Education for LIFE-READINESS

- The UN Sustainable Development Goals frame all important issues every community on Earth faces
- Developing skills (can’t be memorized) employers and fellow citizens seek
- Relax strict adherence to prescribed age-based curriculum that causes student engagement to plummet
- Teachers admit they don’t have all the answers but show that they are as anxious as students to find solutions
Education for LIFE-READINESS

- Education should be a rehearsal for life (including career)
- It does take a village after all
- Educators, parents, and citizens share responsibility for producing life-ready young adults, with the knowledge, skills, experience, connections, and confidence to make the world better in their chosen ways.
- Career Guidance professionals should help choreograph this transition but should no longer bear sole responsibility for life and career preparation
- Guidance professionals will be more satisfied, fulfilled, and helpful when they can focus on students in real need of their expertise
COVID

- Education
- Health care
- Inequity
- Enough is enough
- The Great Resignation

BUILD BACK BETTER

A New Education Story
A transformational vision for education

www.PhilJarvis.ca
Taking risks and be willing to try new things
Learning with QR codes

Use of mobile technologies for learning
Learning in different contexts
The use of the Community as an empowered Learning Landscape
Using multimedia
Linking TEL to physical learning spaces and activities
Careers trails

Dr Gareth Young
Trinity College, Dublin
Modern Dimensions of Career Guidance: Extending Reality

Dr. Gareth W. Young
Extending Visual Sensation through Image-Based Visual Computing - [https://v-sense.scss.tcd.ie/](https://v-sense.scss.tcd.ie/)

Visual computing at the intersection of:
- Computer graphics
- Computer vision
- Media technology

Algorithms for pixels - from capture to display

Immersive visualizations (AR & VR Technology)
V-SENSE Research Areas

Creative Experiments and Demonstrations

Visual Effects & Animation

3DoF – 360° Video

Light Field Imaging

6DoF – AR/VR & Volumetric Video

Deep Learning for Visual Computing

Coding/Streaming

Quality & Visual Attention
Modern Dimensions of Career Guidance: Extending Reality

- Extended reality (XR) as augmented and virtual reality (AR/VR)
- What is the metaverse?
- Embodiment and presence in the metaverse
Extended Reality – XR Technology

Reality

Real Environment

Augmented Reality (AR)

Mixed Reality (MR)

Augmented Virtuality (AV)

Virtual Environment

Virtuality
Extended Reality – XR Technology

Augmented Reality

Virtual Reality
Extended Reality – XR Technology

Augmented Reality
Extended Reality – XR Technology

Virtual Reality
What is the metaverse?
Embodiment and presence in the metaverse
What does XR technology mean for modern dimensions of career guidance and employer engagement?

Many Thanks!
Employer Engagement

- Enhances student / job seeker understanding of the world of work
- Provides first-hand experience of workplaces
- Offers insights into how workplaces / occupation knowledge and skill requirements are changing
- Supports career decision-making / job search skill development

Yet, in a 2018 working paper only:
- 41% of students did a job shadow or work-site visit
- 39% of students reported taking part in a job fair, and
- 35% of students reported completing an internship

Source: https://www.oecd.org/officialdocuments/publicdisplaydocumentpdf/?cote=EDU(EU)(2018)1

Yet, job developers/job placement workers often work with and promote clients based on program/equity targets (e.g., newcomer).

Which is not how employers find talent
Supply
• Job Seekers

Demand
• Job Vacancies

Career Development Services and Supports

Human Resources / Talent Management
Modern Dimensions of Career Guidance

**Employer Engagement**

- Employers are an integral partner in careers service design and delivery. Not an after-thought or only on “career day”
- Employers invest in careers initiatives to improve outcomes for individuals (e.g. employees) and recognise CDPs as key experts in smoothing transitions to, within, and outside of learning and work. Increased motivation, engagement, and productivity; decreased unemployment
- CDPs demonstrate the added-value of career development interventions supporting clients/customers, employers, and other community stakeholders. In a language and common framework easily understood
- Lifelong learning is reignited with higher levels of individuals’ engagement in learning and work. CDPs focus more on changing labour markets, technologies, and economies; work to improve access
- Maintain the person-centred approach to coping with transitions, esp. mental health and wellbeing issues
- CDPs have the skills (inc. digital literacy), knowledge, and competence to work within dynamic employer partnerships
The Digital Literacy Dilemma

• There is a lack of computer/technology skills and strong preference for interpersonal connections.

• “My work has been reduced to that of a data entry clerk.”

• “My staff are unwilling to access online job aids or training materials; they print everything, knowing it will render it outdated in mere moments.”

• We seem to be debating the value of technology . . . the should or shouldn’t, instead of identifying how it leverages our potential.

• Catalyst Speaker Presentation, 2015
Get Connected

• Dr. Deirdre Pickerell, Program Director
• Canadian Career Development Foundation
• e: d.pickerell@ccdf.ca
• w: ccdf.ca
“Produce new theories, new labour market trends, practical agile solutions to helping individuals gain greater exposure to and experience of learning and work” (Hughes 2022)
TITLE: Living with Loss: writing for bereavement for work and career

Associate Professor Reinekke Lengelle,
Centre for Interdisciplinary Studies
Faculty of Humanities & Social Sciences | Athabasca University

This webinar will:

- Focus on differing forms of bereavement as an important and meaningful learning process that needs to be respected and welcomed
- Introduce writing for wellbeing (i.e., writing the self) as a way in which to respond to grief and make meaning of what has happened to us
- Reflect on ways loss can affect our working lives and how we may respond in ways that go beyond coping, facilitating our ability to articulate loss to ourselves and others so that we too are more likely to get the resources and help we need

An online link to the *British Journal of Guidance and Counselling* “Living with Loss” International Symposium Special Issue will be made available as part of this webinar.
Some additional useful resources


International Conference: Be Bold, Be Brave (July 2022)

If your organisation would like more information on sponsorship opportunities for workshops and/or 2022 webinars
email: nina@theeventsorganiser.co.uk
Contact

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